REPORT RESUMES

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AIDES FOR TEACHERS, A REPORT PREPARED FOR THE RESEARCH AND DEVELOPMENT COUNCIL.

BY- NEWMAN, RICHARD S.

TAMALPAIS UNION HIGH SCHOOL DIST., LARKSPUR, CALIF

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AFTER A SURVEY OF THE LITERATURE AND OF THE EXISTING TEACHER AIDE PROGRAMS IN THE SAN FRANCISCO BAY AREA, THE FOLLOWING CONCLUSIONS WERE DRAWN--(1) TEACHER AIDE PROGRAMS CONSTITUTE A NEW AND USEFUL SERVICE TO TEACHERS AND STUDENTS. (2) AN AIDE IS ONE WHO RELIEVES THE TEACHER OF NON-PROFESSIONAL DUTIES. (3) AIDES' TASKS FALL INTO THE BROAD CATEGORIES OF (A) CLERICAL WORK, (B) LAY READERS, (C) PREPARATION OF ENRICHMENT MATERIALS, AND (D) ASSISTANT IN INSTRUCTIONAL AND RESOURCE MATERIALS CENTERS. (4) 10 DISTRICTS IN THE SAN FRANCISCO AREA ARE USING TEACHER AIDES AND CONSIDER THEM A WELCOME ADDITION TO THEIR STAFF. (5) BOTH PAID AND VOLUNTEER PROGRAMS ARE WORKING WELL. (6) THE PROGRAMS DO RE-DEPLOY TEACHING LOADS TO ALLOW MORE TIME FOR INSTRUCTION. (7) AIDE PROGRAMS MUST HAVE SCHOOL BOARD AND SCHOOL PERSONNEL ACCEPTANCE. A NUMBER OF RECOMMENDATIONS ARE MADE. THEY MOSTLY EMPHASIZE THE NEED FOR PREPLANNING, COORDINATION, AND FULL JOB DESCRIPTION. QUESTIONNAIRES AND DETAILED FINDINGS ARE PRESENTED. (RP)

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TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AIDES FOR TEACHERS

A Report Prepared

for

The Research and Development Council

By

Richard S. Newman, Teacher
Tamalpais High School

September, 1965

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PREFACE

This writer wishes to express his sincere appreciation to the many people near and far who have so graciously shared with him their time, experiences and ideas in working with Teacher Aides. Special thanks are due Mr. Robert D. Torrey, Chairman of our District's Research and Development Council for his guidance, ideas, and criticism.

Although this writer, as a teacher, has by his words and actions shown his strong beliefs in the importance and value of Teacher Aides, as a research person he has made every effort to seek both weaknesses and strengths, problems and positive values in this type of program. He has made a systematic examination of the literature available, of Aide Programs in the Bay Area, and of the existing program in the Tamalpais Union High School District. In recording the results of personal interviews, he has striven to be objective and forthright, always remembering that research is a careful, patient study and investigation in some field of knowledge, undertaken to find facts. It is hoped that from these facts, decisions may be better made than without them and that in some small way, the learning opportunities for young people may be enhanced.

INTRODUCTION

In this age, when a trip to the moon seems to be an experience that is just around the corner, it has become apparent "that vastly greater numbers of persons must learn far larger amounts of knowledge than ever before if the answer to world survival is to be found" (32).

Within our own Tamalpais Union High School District, new programs such as ALM in the Foreign Language field, BSCS and PSSC in Science, and SMSG in Mathematics are already a part of our curriculum and as such, demand more highly trained teachers than ever before.

"Attracting and retaining highly qualified teachers is a formidable problem. The body of knowledge that a secondary school must pass on to its students has expanded tremendously and is growing at a prodigious rate" (30). Not only are our district's schools attracting highly qualified instructors, but these same teachers are continually enriching their own experiences by attending innumerable conferences, seminars, and workshops, by taking additional courses and by reading the many journals their professional organizations publish.

And yet, as they reach out and invest countless hours in their professional growth, they are simultaneously snapped back to the reality of an endless array of non-teaching tasks they must perform each day, such as typing of all kinds, stapling, correcting objective examinations, running off materials on the ditto machine and many others.

These dual activities, those which are professional, teaching-oriented ones and those which are more clerical in nature, raise the question, then, as to how there can be better utilization of a teacher's time. One solution, gaining greater acceptance in the field of education, is that of securing assistance from Teacher Aides.

A. WHAT IS A TEACHER AIDE

The Union Springs Central School District defines an aide as a "non-certificated person from the school community who works. . .on a paid, part-time basis, relieving the teachers of clerical and non-professional duties so that they may concentrate on instructional activities" (15). This definition could be amended by noting that some aides are volunteers while others work full-time.

Aides can serve teachers in several different ways. Dr. J. Lloyd Trump categorizes them as follows (3):

1. "Instruction Assistants - college graduates (sometimes called para-professionals)
    - a. Reading and evaluating some English themes, science reports, social studies essays and other types of student papers
    - b. Serve as laboratory, library and materials center assistants
    - c. Help in supervision of field trips
2. Clerks - high school graduates
    - a. Typing
    - b. Grade objective tests
    - c. Keep records
    - d. Copy materials
    - e. Operate duplicator
    - f. Handle supplies
3. General Aides - high school graduates
    - a. Supervise students in large areas as the school grounds, auditorium
    - b. Sponsors of some extra class activities."

Sometimes aides will perform tasks in several of the above-noted areas rather than solely in a given category. This will be explored further when a discussion of the use of Aides in the San Francisco Bay Area is presented.

B. WHY USE TEACHER AIDES

Then the question "Why use Teacher Aides?" is asked, a number of replies are to be found.

Dr. J. Lloyd Trump, Director of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School for the N.A.S.S.P. states: "Not enough time remains to do what professional teachers should do: Keep up with development in individual subject fields, plan and prepare lessons, develop imaginative instructional materials, and improve evaluation of student work. Lack of time for professional work damages professional pride. About a third of a teacher's day goes to clerical and sub-professional tasks, another third to work that could just as well be done by various kinds of automated devices. A situation that provides only a third of a day for performance of work he is trained to do -- and finds satisfaction in doing -- contributes little to the morale of a talented, conscientious teacher" (32). Dr. Trump goes on to say that old patterns of school organization are no longer adequate to cope with the enormous growth in school population and knowledge. Now we need to attack our old problems with vigorous new solutions. . . (in order to) come to grips with a common educational problem: how to teach masses of students while giving each one individual treatment (33).

Sometimes, in an attempt to provide better instruction, the pupil-teacher ratio is examined, with the thought towards establishing fewer students per class. This is not always possible or feasible. Dr. Paul Diederich long noted for his work with Lay Reader

Programs says that "When Dr. Conant proposed the limitation of class loads in English to 100 students per teacher, Superintendent Willis of Chicago is reported to have replied: 'It would cost Chicago an additional two million dollars a year. If I had the two million, I could not get the teachers. And if, by some miracle, I could get the teachers, I could not get the classrooms. What's the next-best thing?' For some years I (Dr. Diederich) preached the doctrine that the employment of qualified, tested readers was the 'next-best thing.' Now after six years of experience with this program, I am beginning to believe that it is a better thing: that the team solution is superior to the individual solution" (9).

Professor Stanley L. Clement writes: "We strive to improve the quality of preparation for the teaching profession, yet we ask teachers to perform duties far beneath their level of training. . ., We advocate higher teacher salaries, yet assign our able teachers to tasks that could be done by people with far less ability. . ., We seek to raise the professional status of teachers yet keep them performing duties hardly professional in nature. . . We strive for good teaching morale, yet we keep teachers dissatisfied by requiring that they perform duties which they dislike (but others might enjoy doing). We want teachers to be creative -- to experiment, to improve -- yet we keep them bored by clerical work. . . It is only common sense to place people at the level of their best talent. This appears prevalent in business and industry, but seems lacking in education" (4).

Schools are beginning to learn a lesson long mastered by the medical and engineering professions: let the professional do his work and don't distract him with tasks that less-skilled people can do (29).

These nonprofessional tasks take a severe toll in time. "A combination of various activities, many of which do not require professional competence, takes from 75 minutes, or 21 per cent of the day, to as much as 249 minutes, or 69 per cent of the total school day" stated a 1955 Central Michigan College Time Study for each of the 137 elementary teachers in the Bay City Schools (5). From this and similar data, the College, with the aid of the Fund for the Advancement of Education, developed a program of experimenting with trained Teacher Aides, who became the focal point of the second year of the study. And now, nearly ten years later, what has become of this idea? "A decade ago," writes Robert Anderson, "predominant reaction of the profession to aides was negative, even hostile. In 1964 it is rare to find discussions of utilization of school personnel in which non-professionals are not considered as a welcome addition" (1).

C. THE EXTENT TO WHICH AIDES ARE USED

The first article concerning the need for teacher helpers appeared in 1942 in the American School Board Journal (15). In a review of Staff Utilization Projects in January, 1962, Dorsey Baynham noted: "Programs which use non-professional services, either to give teachers more time to perform professional tasks or to add to educational opportunities, are increasingly followed by schools across the country" (3).

In January, 1963 Dr. Paul Diederich wrote: At last count, over two hundred communities that we knew about were using college-educated housewives as readers to assist high school English teachers in grading and correcting papers. We knew about them because they had requested permission to use our 'Tests for Readers' for this purpose, but probably as many more communities have hired readers without using our tests" (9).

To be more specific about the extent to which aides are used, let us examine several inquiries which have been completed since 1960. The first, published in July, 1960 (10) notes the tasks to which 39 school districts were assigning their teacher aides.

Appendix I lists those 15 out of the total 39 which are applicable to the secondary schools, all other communities having used aides to assist elementary school teachers. It is noted that the major activities for aides in these select communities were as lay readers, proctors of study halls and assisting with large television classes.

In April, 1964, Dr. Malcolm M. Provus, Director of the Time to Teach Project of the NEA, sent a letter/questionnaire relating to Aides to Superintendents throughout the nation (see Appendix II). This writer has prepared an analysis of the reactions of 20 school districts using Aides, the information having been taken from the working papers which Dr. Provus was kind enough to share with him. In this survey, we note that having Aides as clerks and as members of Teaching Teams are given as additional tasks to those listed in 1960 (Appendix III).

The final analysis presented in this paper on the extent to which Aides are used is based on personal interviews which this writer conducted during the summer of 1965. It shows the activities of Aides in ten San Francisco Bay Area districts (Appendix IV). Here, several of the school districts use Volunteer Aides while others use only paid assistants. Thus, it can be seen that Aides are utilized in a great many ways, the choice of utilization resting with the educational program in a given community. Let us examine the tasks performed more closely.

D. TASKS WHICH AIDES PERFORM

It is the purpose of this section of this paper to more fully elaborate on tasks which Aides presently perform in various school districts. These activities on the part of Aides result in the redeploying of a teacher's time from non-teaching to instruction-oriented activities.

Once it is decided that present utilization of a teacher's time can be improved, "Aides appear the likely catalyst to free teachers from the terrifying treadmill of today" (23).

Several schedules in the attached Appendices present tasks which Aides perform:

1. Surveys - On the basis of surveys conducted, see Appendices I, III, and IV (Services Performed);
2. Job Descriptions - For more detailed information, see the Job Descriptions noted in the following Appendices:
    - V-1 English Department - Volunteer Aide
    - V-2 Foreign Language Laboratory Aide
    - V-3 Teacher Aide for General Math Classes
    - V-4 Mathematics Departmental Aide
    - V-5 Senior High School Laboratory Aide
    - V-6 Social Studies Teacher Assistant
    - V-7 Social Studies Volunteer Teacher Aide
    - V-8 Teacher Aide for World Geography
    - VIII Personnel Policies Relating to Teacher Assistants (Section 7)
3. Lay Readers - Lay Reader programs are utilized in a large number of school districts. One in San Jose, California, has been carefully described by English Teacher, Betty Giltman (14). Additional materials from her (which are available in the Tamalpais Union High School District Office) discuss in detail:
    - a. Evaluation of the Reader Program;
    - b. Organization of the Program;

c. To the Teacher in the Reader Program;

d. To the Reader in the Program;

e. Correction Sheet for Readers;

f. Other related forms.

Miss Giltman notes that both the objectives of improving students writing and at the same time giving teachers more time to strengthen the rest of their English program "have been accomplished."

The Educational Testing Service in Princeton, New Jersey, provides "Tests for Readers" which have been widely used in Lay Reader Programs throughout the country (9) and the National Council of Teachers of English has published "A Bibliography -- Lay Readers" (2) which cites 61 references.

4. Instructional Materials Centers - New patterns in staff and space utilization indicate aides (teaching assistants and clerks) being present in Instructional Materials Centers (expanded work areas) for teachers (32). Gunn High School in Palo Alto uses aides in this manner, where they are readily accessible to teachers as they plan their lessons and tend to other professional tasks (see Appendix IV, Palo Alto Unified School District).

In discussing Mathematical Facilities for Secondary Schools "examined in the light of enrollment trends, teacher shortages, course content improvement studies and new instructional procedures," the authors note many "duties requiring the assistance of a department secretary and technical aide." Learning activities in mathematics, as well as in other disciplines, are rapidly expanding in depth and breadth and "provisions should be made for the following types of activities:

a. Group learning, discussions, demonstrations, discoveries;

b. Independent study, including research, completion of make-up assignments and tests, use of teaching machines or programmed texts;

c. Laboratory work, including the making of models, preparation of demonstrations and exhibits;

d. Computational work, involving operation of slide rule, desk calculators, computing machines;

e. Preparation and use of audio-visual material and viewing of television films" (18).

It can be seen that many of these activities could be supervised in workrooms by a person trained in a particular discipline (teaching assistant; para-professional) but who is not necessarily a credentialed teacher (33).

In preparing Educational Specifications for Schools #4 and 5, the Tamalpais Union High School District, working with a firm of Educational Planning Consultants, notes provisions for a Resource Materials Center adjacent to the library where activities, which would include many of those mentioned above relating to mathematics, would take place. Clerical-reception space to service these resource-study and office complex areas are included for a number of departments. They further refer to teacher aides, student teachers and teaching interns to assist teachers with non-professional and professional tasks now performed by teachers (11).

5. **Team Teaching** - Should a school make use of team teaching, teacher aides would soon become an integral part of the plans. Reviewing its six years of study and experimentation in this area (1957-1963), the Annual Report of the Claremont Teaching Team Program notes: "As in previous years, three levels of aide function were reported in 1962-63:

Level A - typing, filing, mimeographing, phoning and the like (73% of all aide time);

Level B - Correcting tests, proctoring examinations, preparing teaching aids, and doing research (22% of all aide time);

Level C - Tutoring, counseling, and substituting (5% of all aide time)"(19).

E. TEACHER AIDE PROGRAMS IN THE SAN FRANCISCO BAY AREA

The material in this section was gathered by using the following methods:

1. By interviewing school personnel;
2. By examining district reports, evaluations, minutes of meetings;
3. By reviewing mimeographed and dittoed materials prepared by school districts.

The programs of ten Bay Area districts were examined, in some cases as they apply to an entire district and in other situations as they are applicable to a single school only. When the latter situation is the case, it is so noted in this paper. Information relating to Bay Area Aide Programs is herein presented in three ways. They should be considered in the following order:

1. In Appendix IV, which gives an overview of Aide Programs in the light of particular questions;
2. In the commentary which follows;

3. In other Appendices to which Appendix IV and the following commentary allude.

The writer has tried to keep repetition between these three sources at a minimum.

BERKELEY UNIFIED SCHOOL DISTRICT

The Berkeley schools are served by one of the largest Volunteer School Aide Programs in the nation. As of April, 1965, School Resource Volunteers, a tax-exempt, non-profit corporation, was supplying 573 volunteers to the various educational programs in the Berkeley District. A summary of the use of volunteers is as follows:

Classroom (assisting teachers):	
High school (9-12)	56
Elementary and Junior highs	231
Special Programs (Adult/Nursery)	56
Sub-total	343
Study Centers	157
Libraries	49
Clerical	8
Organizational	16
Total	573

Somewhat less than half of these 573 aides are students, predominately from the University of California, while somewhat better than half are members of the community at large. It should be noted that these figures do not include community resources people who make single class lecturers, demonstrations and the like.

School Resource Volunteers originated in the Fall of 1960 and by the following Fall, some 80 volunteers were at work in six Berkeley schools. With this increase in size the need for supervision and management became obvious. In November, 1961, S.R.V. became a corporate entity, after which the Rosenberg Foundation agreed to support the experiment with a one-year grant of $13,550. The Foundation renewed its grant for three additional years and starting this school year, 1965-66, the operating funds of $14,000 will be coming from the school district itself.

The procedure for Aide recruitment and placement is as follows:

1. Administration in each school publicizes S.R.V. program and places a questionnaire in each teacher's mail box (See Appendix VI).
2. Request for Aide is initiated by individual teacher by completing questionnaire and submitting to School Coordinator (volunteer).
3. Volunteer clears request with appropriate school person and forwards it to S.R.V. Director's office.
4. Aides are recruited from community. Recruiting is done by word of mouth and through University Y.M.C.A., Y.W.C.A., Volunteer Bureaus, and P.T.A.'s.
5. Director interviews, orients and screens volunteers; tentatively assigns them to school
6. School Coordinator tentatively matches volunteer to teacher
7. If principal, teacher and volunteer approve, volunteer is placed with teacher. In the matching of teachers and aides, it was suggested that to minimize possible awkward situations, parent not be placed in schools where their children attend. It was also noted that in order to increase communication, it can be very helpful to designate a teacher as the contact person at a given school, to work as the counterpart to the School Coordinator (volunteer) at that same school.

University students average about three hours of assistance per week; community volunteers average about four hours per week.

S.R.V. operates as a separate entity from the school district, although its policy its policies are observing of all district policies and Aides perform tasks only under a credentialed person's supervision. Its separateness offers a major protection to the schools and it handles all Aide personnel policies, serving as an intervening agent when necessary.

Regarding the volunteers which serve the Berkeley schools, it was stated they have a real interest in being there, they are persons keenly interested in education (some are exploring the possibilities of a teaching career), the Aides are dedicated, the quality of their work is high, and they provide skills which they are willing to contribute only as a volunteer and which a district could not afford to secure by expending funds.

Requests for Aides come primarily from teachers of regular and remedial classes. Each year, requests for Aides has sharply increased. The program is strongly supported by the Board of Trustees and by the Superintendent who feel that community involvement is extremely important. S.R.V. states its basic purpose is "extending the professional effectiveness of teachers and enhancing community understanding of school needs."

In its guidelines, it states the following as "Essential Ingredients of an Established School Volunteer Program":

1. Acceptance by the School Board and all school professionals of the volunteer program as a legitimate extension of school services;
2. Protection of the Schools
    a. Supervision of all volunteer activities by school personnel;
    b. Administration of the volunteer program by an adequately financed office staff, headed by a professional Executive Director ("Administration" could be provided by volunteers in the beginning stage. By the time the program includes 100 volunteers, a paid Director and Assistant become necessary)

c. Coordination of volunteer services with the principal and teachers in each school;

3. Assistance to school personnel upon request;

4. Satisfaction for Volunteers through performing needed services;

5. Evaluation to maintain standards and improve program on a continuous basis.

From all this, the schools received about 40,000 hours of help last year, while the Aides appear to come away with tremendous respect for teachers, consider it a privilege to work for the schools, juggle vacations in order to meet commitments and express much "personal satisfaction and a vast appreciation of the role of the teacher" (23).

DIXIE SCHOOL DISTRICT

This volunteer aide program began in 1960 and has been used primarily to improve the district's reading program. The aide program, which began at Santa Margarita School, has now spread to nearly every elementary school in the district. It was stated that once you get a few volunteers in a school, teachers wax such enthusiasm that others want aides, too. It was also noted that it takes time for a teacher to feel secure, confident and to work freely with an aide but that there is a wealth of material in "parent-land" which this school district serves (large per cent of parents are college graduates). An analysis of students who were in classes served by aides for two years appears to indicate an above-average improvement in reading, thereby giving the schools the feeling that the level of instruction has improved through the use of these teacher aides.

FREMONT UNIFIED HIGH SCHOOL DISTRICT (Cupertino High School only)

During the school year 1964-65, Cupertino High School had four paid aides, one each in the English, Business Education, Social Studies, and Science Departments. They were part of the teaching teams, and as such performed both clerical and enrichment tasks.

Although they provided teachers with more time for creative planning and were felt to be an asset to school personnel, budgetary considerations have caused this school to drop from four to two aides. They will be serving the same departments but on a half-time basis, thereby forcing more of the work that they have handled onto the teachers.

KENTFIELD ELEMENTARY SCHOOLS (A.E.Kent School)

This school has three regular volunteer aides and is served by the same group (School Volunteer Committee of Marin) that gives assistance to the Tamalpais Union High School District. These aides assist in the 1st grade with the Spanish program and with the 7th grade English/Social Studies program. Since these elementary teachers have no preparation periods (as do most teachers in senior high schools) they frequently need an extra pair of hands as they try to individualize their teaching program. In some cases, the teachers operate four reading groups in one class and at other times five spelling groups within the same class setting. When this occurs, the aide can supervise one or more groups of children while the teacher is instructing another small group or an individual.

In terms of selecting aides, it was stated that it is important that there be some orientation of teachers towards volunteers and that the personalities and experiences of both the teacher and aide assigned to her be carefully matched.

PALO ALTO UNIFIED SCHOOL DISTRICT (Gunn High School only)

At Gunn High School, the faculty includes eight "Curriculum Associates" who teach one-half time and fill the roles of what are many times called "Department Chairmen" for the other one-half of their time. The aides, which are employed, work under the supervision of these Associates in teachers' work areas. Special areas are designated for Language Arts (English, Social Studies, Foreign Language) - three aides; Math/Science - 1-1/2 - 2 aides; Business Education/Homemaking/Industrial Arts - 1 aide; Fine Arts/Physical

Education - use Central clerical staff; Library/Graphic Arts - use Central clerical staff; and Audio-Visual.

Gunn High School has only operated for one complete year. It is felt that first rate lectures are difficult to prepare and that by relieving teachers of non-professional tasks, the instruction will attain a high quality.

REED UNION SCHOOL DISTRICT

The Teacher Aide Program in the Reed District began with Volunteer Aides in 1962-63 but changed to paid Aides in 1963-64. Aides in this district have been paid ever since. Although there were too few aides in the past to create a need for orientation (this was done individually), the program has expanded to the extent whereby orientation will be given on a group basis in September 1965. Aides are considered an important element of the teaching team, must retain professional confidence and are given a position of real responsibility. Many parents apply for positions as aides which at times can present some problems regarding the matter of final selection. Each year since 1962-63 the Aide Program has expanded and this will occur again in 1965-66.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (High schools only)

Although the elementary schools in San Francisco are assisted by volunteers, those aides in the high schools are paid personnel. They serve as Lay Readers. This program began in 1960 and the qualifications for Readers are:

1. Civil Service position
2. English major
3. Good marks from college
4. Written exam
5. Oral interview

Orientation and supervision is handled by the English Department Chairmen in the respective schools. This district believes that for a successful Reader Program, definite grading rules need to be established and adhered to consistently.

SAN MATEO UNION HIGH SCHOOL DISTRICT

The Aide program in this district will move into formal operation in the Fall, 1965. However, a great deal of preparation has already gone into the launching of this program. The district considered the possibility of volunteers rather than paid aides but chose the latter because it was felt that people can be offended by being turned down, volunteers feel they can change their days and times of work and since 15 hours per week were wanted from each aide, no volunteer would be willing to give this amount of time. In seeking ways to improve the instructional program, primarily for regular and slower students, it was found that to reduce the pupil-teacher ratio by one student would cost the district $250,000 a year whereas an Aide Program consisting of 30 aides, each working 15 hours per week would cost $50,000. The district chose the latter action.

The over-all coordination of the San Mateo program comes from the district coordinator, a paid person who works directly for the superintendent. The program was first discussed by the superintendent with the high school principals and the local branch of the A.A.U.W. When it was found that the schools were interested and aides would be available from the community a Coordinator for the Teacher Assistant Program was hired. She worked with the principals, department chairmen and teachers during the semester preceding the actual placement of aides in the schools. Teachers were in on the planning of the Aide Program from the very beginning but whereas some had positive feelings about it, others had fears. These included financial fears (no pay raises?) as well as fear of having another adult in the classroom. A substantial part of the Coordinator's job has been to try to allay these fears by meeting with individuals or groups of teachers. Some factors which helped alleviate fears were that no aide would be placed except by teacher request, every placement must bear the teacher's approval, and any teacher-aide relationship could be terminated at any time. Although Job Descriptions were required from all teachers requesting Aides (see Appendices V-3, 6, 8), some teachers were shocked to find that they would be given almost complete freedom to use the services of assistants in any way they felt might be helpful to their instructional program. The main restrictions are that by State law, a non-credentialed person may not be left in charge of a classroom and all instructional planning must be under a teacher's supervision.

The Coordinator found the A.A.U.W. and League of Women Voters to be very helpful in the recruiting of Aides. For a profile of some of the aides employed see Appendix VII. Aides spend 14 hours per week working with the individual teachers and one hour per week attending an Extension course given in San Mateo by San Francisco State College. This latter activity, which is paid for by the school district, permits the County Superintendent to issue them a temporary credential. (For a clearer understanding of this action see Appendix VIII - paragraph 6b.) Part of the teacher and aide-candidate orientation includes an understanding that interviews between these parties is exploratory. Every effort is made to secure several applicants for each position so that the best possible choice can be made.

Although the program has yet to go into operation, the interest of some teachers has already begun to have a snowball effect on others. It remains to be seen how successful the program will be but it can be said that much planning has already taken place and that a staff person, the Coordinator, has as her sole responsibility the over-all operation of the Teacher Assistant Program.

SAN RAFAEL CITY SCHOOLS (High Schools only)

Terra Linda High has used Teacher Aides since the Fall of 1962. This use of Aides, which takes place only at this high school, has been due to the rapid growth in the Terra Linda community.

Paid Aides were chosen rather than volunteers because it was felt the latter lacked dependability and would not feel as responsible as paid personnel.

In addition to these paid aides, it was stated that the school retains an extensive program of student assistants for which course credit rather than remuneration is given. This program is a formalized inside work experience activity under the direction of the Chairman of the School's Business Education Department.

TAMALPAIS UNION HIGH SCHOOL DISTRICT

The Volunteer Program of Teacher Aides in the Tamalpais Union High School District began in February, 1963 when four aides were placed at Redwood High School. This program was instituted in cooperation with the Junior League who assisted in recruiting and screening aides. The following school year (1963-64), the number of aides at Redwood grew from four to nine. During the 1964-65 school year, Volunteer Aides began to assist teachers at the other two high schools in the district, bringing the number of aides in the schools to thirteen by the end of the year.

These 13 aides worked with teachers in the following capacities.

Department	Tamalpais	Drake	Redwood	Total
Business Education	1	-	-	1
English	3	1	4	8
Foreign Language	1	-	1	2
Mathematics	1	-	-	1
Social Studies	-	1	-	1
Total	6	2	5	13

They performed a variety of tasks which fall into three major areas: Preparing enrichment materials, reading papers and clerical assistance.

A few samples of enrichment materials prepared by aides included:

1. Resource Unit on Eugene O'Neill
    a. Selected works
    b. Biographies of the author
    c. Background materials
    d. Other related readings (References annotated)

2. Student Projects - Mathematics
    a. List of 103 suggested topics for individual student research projects.
    b. Aide also prepared bibliogrpahy of books in the school's library relating to mathematics for use with (2a) above.

3. Drama Unit - General Reading List
    a. General - Theatre as a whole
    b. Biography
    c. Reviews
    d. Periodicals (References were annotated by aide)

4. Shorthand Classes - Prepared time dictation on dictation machine

Clerical tasks included:

1. Typing
2. Preparing stencils
3. Running ditto machine
4. Using Thermo-Fax machine
5. Correcting tests
6. Assistance in Foreign Language laboratory
7. Assist with ordering of books and supplies
8. Requesting materials from professional journals
9. Organizing a department's professional library

In reviewing the available written data and in interviewing the school district's personnel, this writer noted that nearly every aide performed her services to the satisfaction of the person or people to whom she had been assigned. In both the May 23, 1963 and June 18, 1964 Evaluations of Volunteer Teacher Aides "there was unanimous agreement by both teachers and aides in this project that aides can and do improve the instruction offered to students." At the June 16, 1965 meeting, district principals stated their satisfaction and appreciation of the aides' services and their interest in using more volunteers.

Supplying aides to teachers has relieved them of clerical work and provided additional classroom instructional materials. It has stimulated an attitude of increased creativity on the part of some teachers because of the feeling that in developing new ideas and programs, their work would be professional in nature while the aide would assist with the clerical aspect of the innovation to be introduced.

On the 1964-65 "Questionnaire for Teachers," teacher comments included: "Her help and enthusiasm have been extremely valuable to us," "I sometimes wonder how we did without her before she came to us."

Other positive ideas include: enabling the teacher to teach, relieving teacher from high percentage of clerical duties and providing the teacher with more time for lesson planning. Several people felt that having teachers perform so many clerical tasks was a poor use of school funds. An Aide, paid or volunteer, would cost substantially less than a teacher and would probably perform the same task in a shorter period of time. Regarding future tasks for aides, it was stated that these might include study hall supervision, assistance in large group instruction settings, proctoring exams and working in and adjacent to future Resource Materials Centers.

Several weaknesses in the existing Aide Program in the district were noted by school personnel. It was felt that there needed to be more planning for aides before school opened in the Fall and that both teachers and aides should be more thoroughly oriented concerning the program. "We are in the process of substantially revising our language-composition curriculum; if we engaged lay readers we would want to establish a workshop or training period in order to acquaint readers with our total program and with the direction we hope to go in composition" (Questionnaire for Teachers).

"Some program should be worked out so that aides know what to expect and also that the teacher knows what the aide can do."

Some comments related to the fact that volunteer aides generally contribute 3 - 4 hours per week. This was felt to be a problem since "the reader has not only the papers to read, but also the works." "I think greater involvement of the aide. . .is necessary for any worthwhile use of para-professional (non-clerical) aides. I don't see much opportunity for this kind of involvement. . . unless aides are paid."

Another area of concern pointed up the future usefulness of a volunteer person who would be readily accessible to assist the aides.

Although nearly every aide was pleased with her work and showed an interest in returning in 1965-66, the availability of a school coordinator might have been helpful to aides in these situations: "I found this an interesting job but not terribly demanding mentally." "The department and the teacher(s) for whom she works should be responsible for placing the volunteer in the job(s) most suiting her talent(s)."

Whereas many times a paramount need for teacher assistance is in the area of clerical work, this does not always fit the desire of the aide. "I would love to eventually help with some slow students. I did tutor one student this past year and enjoyed it tremendously."

Some school personnel felt a bit ill-at-ease in working with volunteers. One teacher felt he needed some assistance in learning how to use this type of service which was new to him. He felt he also could expect more from a paid aide. Another teacher wrote "I always feel almost apologetic in giving her work." A few school people stated: "If a job is worth doing, the aides should be paid."

In conclusion the data regarding the existing aide program indicates:

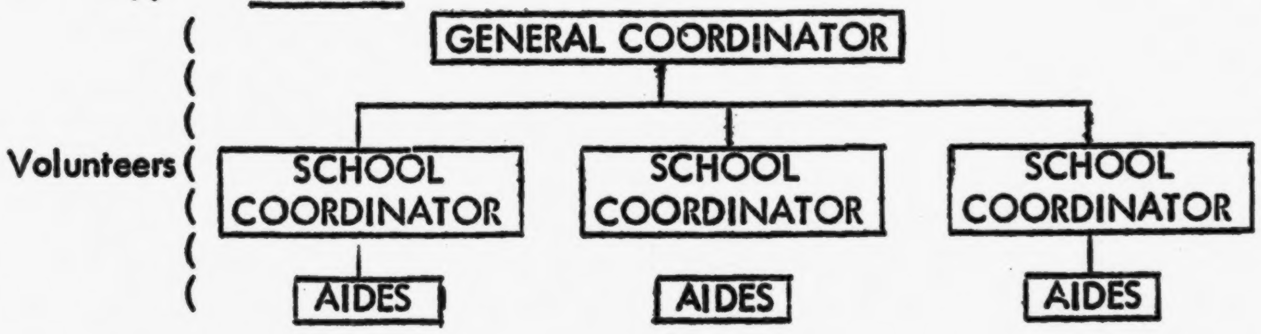
1. The Aide Program in the Tamalpais Union High School District is providing very useful services to teachers;
2. It has been well received by teachers and administrators alike (12 out of 13 teachers wanted their aides to return);
3. It has helped improve the level of instruction by absorbing clerical tasks, providing enrichment materials, and stimulating some teachers to more creative planning;
4. It needs increased planning prior to the opening of school;
5. It needs a more clearly defined structure and more orientation and understanding of the program by teachers and aides;
6. Whereas some of the school personnel is very pleased with having volunteer aides, others feel that paid aides would be preferable.

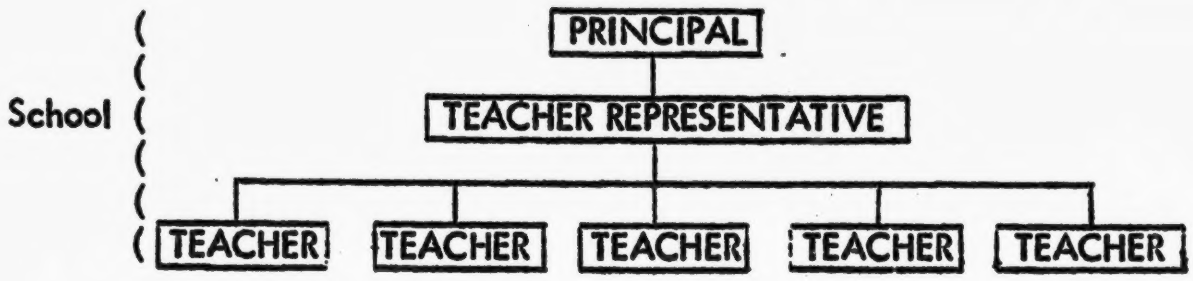
SCHOOL VOLUNTEER COMMITTEE (Marin County)

The School Volunteer Committee is the group which during the 1964-65 school year supplied 24 volunteers to serve as aides in elementary and senior high schools in Central and Southern Marin County. It is the successor to the Junior League in that it now serves the community in supplying the Teacher Aides formerly recruited and screened by the League. It is assisted upon occasion by personnel from the Volunteer Bureau of Marin.

In examining past activities and plans for the future, the Chairman of the School Volunteer Committee and Director of the Bureau noted the following ideas as being useful for Volunteer Teacher Aide Programs:

1. Structure





2. Functions of Volunteers

a. General Coordinator

(1) Recruit and screen candidates
(2) Publicity for recruitment; candidates call "X" at school; once a day "X" calls General Coordinator
(3) Maintain a master file of positions wanted (gathered from job descriptions submitted) and aides available
(4) Direct aides to appropriate school

b. School Coordinator

(1) Handle on-the-job problems with and for aides
(2) Work with Teacher Representative to assist teachers in utilization of aides
(3) Handle dismissal or transfer of aides if necessary (Both aide and teacher should understand that relationship can be terminated at a moment's notice by either party)

c. Aides

(1) Assist teachers on-the-job
(2) Need to feel a part of a department; possibly attend department meeting(s)
(3) Aides don't know what school is all about; need to be included if schools want them to perform a thorough job (one Kentfield school aide has a mailbox, is invited to faculty meetings)
(4) When aides volunteer they need to be put to work immediately

3. Function of School personnel

a. Principal

(1) Reviews Job Descriptions submitted by teachers through Department Chairmen and passes on those he approves to General Coordinator
(2) Responsible for school orientation of aides
(3) May or may not wish to delegate authority for cooperative activity with School Coordinator to a Teacher Representative

b. Teacher Representative

  (1) If this position exists, he works with School Coordinator in assuring smooth operation of aide program
  (2) Assists teachers in understanding and in properly utilizing services which aides perform
  (3) Some volunteer programs have found teachers more communicative to Teacher Representative than to Principal

c. Teachers

  (1) Submit job description noting general purpose of aide, description of tasks, estimate of time needed, (hours and days preferred is an optional topic)
  (2) Supervise activities of aide

4. Possible cost factors

Although the service supplied by the School Volunteer Committee is volunteer in nature, the school district might wish to expend funds in the following categories to the General Coordinators:

a. Telephone expense
b. Postage allowance
c. Mileage allowance

5. Orientation

Should the schools and teachers feel it would be beneficial to hear about aide programs in other parts of the Bay Area and from experts, elsewhere, it is possible that a county-wide workshop could be arranged. The Volunteer Bureau of Marin is very much interested in assisting in this aspect of aide utilization should the school community feel that this type of activity could be useful and desirable.

F. VOLUNTEER AIDES

Although aide programs across the nation operate quite independent of one another in terms of format and goals, several unifying factors are available for those who would seek them. One unifying contributor in the area of Lay Readers has been the Educational Testing Service of Princeton, New Jersey which offers its "Tests for Readers" to interested districts (9). The NEA, through its Educational Research Service Circulars (10) and its

"Time to Teach Project" (see Appendices II, III) is likewise interested in collecting and disseminating aide information.

For those districts which utilize volunteer aides, the Public Education Association in New York City and the School Resource Volunteers in Berkeley, California have prepared materials for interested parties. Since these school districts have such large programs (573 volunteers assisting the Berkeley schools), and their materials are in written form, extremely detailed for program implementation, the following information is included in this paper.

HISTORY AND AIMS OF PROGRAMS

The School Volunteer Program of the Public Education Association had its beginning in 1955 and went into operation in February, 1956 with 20 volunteers offering their services on a regular weekly basis at P.S. 191 in Manhattan, New York. A study of the fifty-year-old organization of school volunteers in London provided the key to getting the program started (16). At the present time, the largest volunteer programs appear to be operating in New York City and in Berkeley, California although smaller volunteer programs operate within many other communities throughout the nation (see Appendix IV).

The School Volunteer Program lists as its aims (16; 20):

1. To determine ways in which volunteers can perform routine, time-consuming, non-professional tasks so that the teacher may devote his energies more fully to the professional skills for which he has been trained;
2. To provide needed services to individual children to supplement the work of the classroom teacher;
3. To enrich the experiences of children beyond what is available in school;,

4. To build better understanding of school problems among citizens and to stimulate widespread citizen support for public education.

To these aims, the School Resource Volunteer Program in Berkeley adds the additional aim (23):

> To expose capable people interested in community service to the career possibilities of the teaching profession.

STRENGTHS AND WEAKNESSES

In discussing volunteer aide programs with school-related personnel in the Bay Area, several comments relating to strengths and weaknesses of this type of program (as compared to a paid aide program) came up repeatedly:

1. Strengths
   - a. By having parents and other local volunteers serving as aides, strong community interest and support is gained for the schools
   - b. The financial costs are very low and in some cases, non-existent (cost to Berkeley is approximately 35¢ per aide-hour)
   - c. Capable people interested in community service are exposed to the career possibilities of the teaching profession
2. Weaknesses
   - a. The comparatively smaller amount of time (that a volunteer is able to contribute (3 - 4 hours per week as compared to 15 - 20 hours for some paid aides) increases the supervisory activity necessary and limits the types of tasks to which aides can be assigned;
   - b. Some school personnel believe that aides should be employed in order to cope with legal problems, to ensure more conscientious assistance, and to receive a higher quality of work;
   - c. Some school personnel find it more difficult and awkward to work with a volunteer than with a paid person.

INFORMATION AVAILABLE ON IMPLEMENTING A VOLUNTEER AIDE PROGRAM

Although this writer has prepared a section of this paper on "Implementing An Aide Program," it lists basically general concepts and not all the details and mechanics. For these, a person might wish to use one or all of the following resources on Volunteer Aides:

1. National School Volunteer Program kit of mimeographed materials (20):
   a. How a school volunteer program can be organized
   b. Recruitment of school volunteers
   c. Instructions for interviewers
   d. Orientation and training for volunteers
   e. Administration and supervision
   f. Evaluation
2. T. Margaret Jamer's "School Volunteers" (16) which includes much of the material in the kit above as well as a 41 page Appraisal of the Volunteer Program and a 63 page detailed analysis of operating procedures. For best utilization of a volunteer program, Miss Jamer (16) notes: "The success of the volunteer program in each school depends in large measure on the insight and initiative of the principal and the morale of his staff. It is therefore important that teachers learn as much as possible about the program before they ask for volunteer service, that they be aware of their responsibilities in planning for the use of the volunteer and in giving necessary guidance and training. A preliminary orientation program for teachers in which these matters are presented is fundamental to the establishment of good staff-volunteer relationships. It is helpful to ask

"some of those who have used volunteers successfully to describe ways in which they have used volunteers."

3. Annual reports of the School Resource Volunteers (23) and additional ditto and mimeograph materials.

BENEFITS TO VOLUNTEERS

In the category of "Strengths" noted above, the comments which followed alluded to strengths accruing to the schools and thereby the youngsters involved (over and above those in a paid assistant program). It should be added here that many benefits appear to accrue to the volunteers themselves, whether it be due to their interest in children, their thoughts about teaching, or their desire to help others. One volunteer (a man) who entered the New York Program rather timidly noted in an evaluation of his efforts: "I would work as a School Volunteer if I had to pay to do so" (16).

G. STRENGTHS AND CRITICISM OF AIDE PROGRAMS

In assessing the value of Aide Programs in schools, it is important to examine both the stated strengths and the criticism leveled at this relatively new addition to the school scene. This writer has used both the literature examined and the results of personal interviews to present the information below. Related comments, by district, can be found in Section E of this paper.

STRENGTHS

1. Children receive more individual attention
2. Gives students added apportunity for success
3. Improves reading program
4. Teachers can increase writing assignments
5. More supplemental materials used

6. Lessons more creative

7. Improves teacher morale

8. Teachers relieved of clerical work

9. Frees the teacher to teach

10. Allows teacher to concentrate on the unquestionably professional aspects of planning and preparing lessons, classroom learning, evaluating progress, guiding the individual student in matters of subject and self (28)

11. Teachers have time for interacting in team approach

12. Aide acts as a communication center, liaison between department members and with various administration and guidance offices (28)

13. Volunteer programs generate strong community support, greater respect and confidence in schools (22, 23)

14. Volunteer programs encourage some aides to enter teaching profession

15. Evaluations based on a five year Research and Development Program at George Peabody College for Teachers on "Secretaries for Teachers" state (35):

    "A SUMMARY OF THE FINDINGS OF THE PROFESSIONAL COMMITTEE ON EVALUATION OF THE INSTRUCTIONAL SECRETARIES PROJECT:

    1) The operation of the plan makes it possible for teachers to provide learning experiences that meet more effectively the varied needs, interests, and abilities of individual students.

    2) The use of instructional secretaries recognizes that the teacher is a professional person and permits him to focus his attention on professional responsibilities.

    3) The use of instructional secretaries makes it possible for teachers to spend time in becoming better informed students of the world in which we live and more effective in the planning and enrichment of curriculum experiences appropriate to these times.

    4) We would hope that the utilization of instructional secretaries will not be interpreted as a means of reducing school costs. Quality education will inevitably cost more than is now being spent on the nation's schools. The decision as to whether the use of instructional secretaries shall be continued should be determined solely on the contributions that the program makes to the improvement of quality instruction."

> "A REPORT OF THE LAY MEMBERS EVALUATION COMMITTEE FOR INSTRUCTIONAL SECRETARIES PROJECT:
>
> There is no question in our minds that, properly used, the ultimate beneficiary of this program would be the children.
>
> The types of services performed by the secretaries for the teachers are too numerous and varied to list here. If course there were the routine tasks. . . But in addition to these routine tasks which formerly sapped the teacher's time and energy, we saw a remarkable use of imagination and resourcefulness on the part of both teacher and secretary. . .A high school teacher reported that as a direct result of having secretarial help he has been able to engage in some experimental work. . .Several teachers reported they were now able to take evening college courses which they felt would enrich their teaching.
>
> Lest any member of our community fear that this program would make idlers of our teachers, we felt quite the contrary. Many teachers commented that they were working even harder but in more constructive ways, and were able to initiate new projects as well as give their students more individual attention."

CRITICISM

1. Criticism of Aide programs per se:

   a. Some administrators argue to pool clerical help in the front office "This is too awkward for teachers and presents a time lag in receiving assistance" (28).

   b. Some English teachers feel that receiving outside help jeopardizes opportunity for lowering the pupil-teacher ratio

   c. Aides do not have professional competency (28)

   d. "If there is a weakness to the program it would be a tendency to rely too heavily on the convenience and accessibility of these employees, both from the standpoint of hiring in place of teachers, and in using the talents and good nature of these employees beyond the original intention and agreement." (Letter from: Mrs. J. S.Francisco, Coordinator Teacher Supplementary Program, Grossmont Union High School District, August 2, 1965)

   e. In his Research Report on Teacher Aides (15), Robert Huyck notes the following critical comments which he found leveled at Aide programs:

(1) "Paul Kreuger asks, in discussing lay readers of English papers:

> Would the legal profession allow anyone to practice who did not hold a law degree? Why, then, are we willing to lower the standards of our profession by allowing law people, no matter how well qualified to accept one of the greatest responsibilities of the teacher of English?

(2) In a review of the literature on teacher aides to 1957, John Deacon lists the following objections:

(a) Justifying larger classes by using teacher aides constitutes a threat to the welfare of children.

(b) Not all teachers, not even good ones, can work with aides.

(c) Measuring results accurately is difficult.

(d) There is a danger of a return to rote learning and the possibility of a departure from facilitating broad learnings.

(e) Dividing the experiences of students into curricular and non-curricular activities seems questionable.

(3) Others object to aides on grounds that they may cause teachers to miss clues to children's needs which they might pick up while doing routine classroom chores. Arthur Morse notes that teachers' organizations have warned that "non-professionals in the classroom might endanger high teaching standards or be used to keep professional salaries depressed."

2. Criticism of Volunteer Programs
(Also see Section F – Strengths and Weaknesses)

a. Number of hours contributed by each volunteer is limited

b. Teacher may want clerical work done while volunteer prefers student contact

c. Turnover of volunteer personnel is high

d. "We believe that instruction assistants should be employed in order to cope with legal problems." (Letter from: Dr. J. Lloyd Trump, NASSP, July 30, 1965)

3. Criticism of Paid Programs

   a. Programs cause increased costs to school district (The assistance which the Tamalpais Union High School District was receiving from 13 volunteer aides at the end of 1964-65 at little or no cost to the district, if computed on the basis of a complete school year, would have cost the district approximately $5,000 - using the San Mateo Union High School District rate of $2 per hour)

   b. Due to the "cost factor," the number of hours of paid assistance is always limited by budgetary considerations. (Volunteer help permits the possibility of far fewer limits on aide-hours of assistance to teachers if the recruitment is actively pursued and the aide program in general is carefully planned and coordinated. The chief limiting factor would be in a community where trained adults and/or college students were unavailable. These limits are not present in the area served by the Tamalpais Union High School District.)

H. CONCLUSIONS

1. Teacher Aide Programs constitute a new and useful service to teachers, and thereby to students, in schools across the nation

2. An aide is a person, usually non-certificated, who relieves the teacher of clerical and non-professional duties so that they may concentrate on instructional activities (15).

3. The tasks which aides perform fall into the following major categories:

   a. Clerical

   b. Lay readers

   c. Preparing enrichment materials

   d. Member of a teaching team (tasks would include a, b and/or c above)

   e. Assistant in Instructional and Resource Materials Centers

4. No less than ten school districts in the San Francisco Bay Area are presently using teacher aides. "In 1964 it is rare to find discussions of

utilization of school personnel in which (aides) are not considered as a welcome addition" (1).

5. Both paid and volunteer teacher aide programs are operating successfully in the Bay Area and in other communities.

6. Aide programs offer a path whereby much teacher-time may be re-deployed from clerical, non-teaching tasks to more creative, instruction-oriented activities.

7. Aide programs must have school personnel acceptance, thorough pre-planning, teacher awareness and understanding, and careful coordination.

I. IMPLEMENTING AN AIDE PROGRAM - RECOMMENDATIONS

After carefully examining the literature available and interviewing school personnel in the ten Bay Area districts, this writer wishes to submit the following recommendations pertaining to the implementation of a Teacher Aide Program:

1. After comparing the strengths and weaknesses in both paid and volunteer programs, the school district should then choose which of these two paths it wishes to follow.

2. The Aide Program must have acceptance by the School Board and all school professionals that it is an integral part of the school's educational services.

3. The process of identifying the need for Aides and their recruitment should begin in the Spring semester so that teachers and departments would then be able to plan their Fall program on the basis that they would or would not have assistance from Aides.

4. A coordinator, paid or volunteer, should be an integral part of the orientation, and subsequently the coordination, of the program from the outset. She should be well-versed in aide programs and available to assist administrators, teachers and aides in better understanding and operating within the structure of the aide program.

5. An organized structure, noting lines of authority and responsibility should be created and brought to the attention of school personnel and aides alike.

6. A general orientation of how aides can be utilized and the strengths and limitations of aide programs should be brought to the attention of all interested teachers by presentations from personnel who have utilized these services from the Aide Coordinator.

7. The initiation of Aide requests should come from teachers and/or departments submitting job descriptions to the administration. Teacher requests should be cleared through department chairmen and forwarded to the principal.

8. The schools should forward Job Descriptions to the Coordinator so that she will then be able to recruit Aides to match these requests -- by category, by school.

9. The Coordinator should handle the recruitment, screening and initial orientation of candidates. It would be well if several candidates were available for each position.

10. The principal, or a delegated teacher representative, should interview, screen and orient candidates to general school policies and regulations.

11. The teacher should be the final authority in the acceptance or rejection of a candidate. It would be well if, prior to the confrontation by the teacher and prospective aide, both were oriented to understand that there might be other applicants available and that the interview was exploratory.

12. The teacher should be certain that the Aide's job is defined and that adequate work-space is available for the Aide's use.

13. The Principal and/or Department Chairmen should plan to see that the Aide becomes an integral part of the total school scene. They may wish to invite her to faculty or department meetings or use other methods to ensure this goal.

14. The principal, or a delegated Teacher Representative, should be responsible for the over-all operation of the Aide Program in a given school so that problems can be handled as they occur. Should the program be one of Volunteer Aides, it would be useful to have an accessible School Coordinator to handle personnel problems for and with the aides.

15. Immediate supervision for the Aide's activities should rest with the teacher using her assistance, or with the department chairman if she is a departmental aide.

16. Evaluation plans should be made each year to ensure the best utilization of teacher assistants as well as good supervision and personnel policies.

17. Orientation and In-Service programs should be conducted as the need arises. Close touch with teachers and aides should be maintained so that these programs can be instituted when and if needed.

J. FURTHER INVESTIGATION

It should be noted that, whether schools require teachers to submit Aide requests in the form of Job Descriptions (Appendices V - 1 to 8) or to complete a questionnaire (Appendix II), great latitude in the utilization of the aide's services is implicit in the teacher/aide association. Thus, the "how" in using aides varies tremendously from one teacher to another, as do teaching techniques and equipment utilization. Because of this pattern of differences amongst teachers, more information on "how others use aides" and few demands for the submission of intricate plans from the teacher requesting an aide would be, in this writer's opinion, most important.

Taking this into account, areas for further investigation should include:

1. Field trips for selected district personnel to schools that are presently utilizing aides for on-the-spot discussions and inqueries.
2. Securing information referred to in this paper and from related sources dealing with specific detailed plans on Aide implementation, i.e., "Tests for Readers" from the Educational Testing Service.
3. Examination of the concept of Team Teaching and how it can be implemented.
4. Examination of Resource and Instructional Materials Centers, both through the literature available and by field trips to local schools utilizing them.

* * * * * * * *

The use of aides has come a long way during the past ten years. In all the literature reviewed and from all the districts in which this writer interviewed school personnel, he was unable to find a single school district that has discontinued its Teacher Aide Program for other than budgetary reasons.

Not too long ago, in an address to a Congress of teachers, Henry T. Heald, the president of the Ford Foundation, expressed the feelings of this writer when he said: "There is. . .much we can do to make our schools not only good but outstanding, if we have the courage, the imagination, the vigor, and the will to depart from the past and explore new paths" (29).

Programs of Aides for teachers may be one of these new paths.

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36. Wynn, D. Richard and R. W. DeRemer. "Staff Utilization, Development and Evaluation," Review of Educational Research, (October, 1961), 393-405.

* Reference has been placed in the District's Professional Library.

PERSONS INTERVIEWED

Warren Bryld, Vice Principal
Cupertino High School
Fremont Unified High School District

Dr. Richard W. Carey, Assistant Principal
Henry Gunn High School
Palo Alto Unified School District

E. J. Curtice, Principal
Berkeley High School
Berkeley Unified School District

William Dooust, Counselor
Berkeley High School
Berkeley Unified School District

John Fitch, Principal
Bel Aire School
Reed Union School District

Dr. Joe Hill, Curriculum Coordinator
San Francisco Unified School District

Mrs. Donald Kelley, Executive Director
Volunteer Bureau of Marin

Richard J. Mason, Chairman
English Department
Tamalpais High School
Tamalpais Union High School District

James L. Pierce, Director of Instruction
Tamalpais Union High School District

Mrs. Margaret Rattray, Dean of Girls
Terra Linda High School
San Rafael City Schools

Raymond A. Riles, Principal
Miller Creek School
Dixie School District

Mrs. Shirley K. Rosenberg, Coordinator
Teacher Assistant Program
San Mateo Union High School District

Paul A. Schwarzbart, Chairman
Foreign Language Department
Tamalpais High School
Tamalpais Union High School District

Thomas H. Smith, Principal
Adeline E. Kent School
Kentfield Elementary School District

Mrs. Violet E. Smith, Executive Director
School Resource Volunteers (Berkeley)

Robert D. Torrey, Assistant Superintendent
Tamalpais Union High School District

Mrs. Alan Wadsworth, Chairman
School Volunteer Committee (Marin County)

APPENDICES

APPENDIX I.

SOME COMMUNITIES USING AIDES IN THEIR SECONDARY SCHOOLS, JULY 1960 (10)

LOCATION OF SCHOOL DISTRICT	ACTIVITIES OF AIDES
1. Charlotte, N. C.	Television classes
2. Dade County, Florida	Large television classes
3. Davidson County, Tenn.	Instructional Secretaries
4. Fairfield, Conn.	Secretarial work; study hall proctoring; Clerical
5. Ithaca, N. Y.	Lay readers
6. Jackson, Miss.	Lay readers
7. Le Sueur, Minn.	Lay readers
8. Mt. Prospect, Ill.	Proctoring study halls; library clerks
9. Oklahoma City, Okla.	Television classes; team secretaries
10. Parma, Ohio	Study hall supervision
11. Redondo Beach, California	Lay readers
12. San Bernardino, California	Lay readers
13. Santa Barbara, California	Lay readers
14. Washington, D. C.	Lay readers
15. Villa Park, Ill.	Lay readers

APPENDIX II.

QUESTIONNAIRE ON USE OF AIDES

APRIL, 1964

C
O
P
Y

April 29, 1964

Dear Superintendent:

Several years ago you were kind enough to respond to a general questionnaire sent to you by the Research Division of the National Education Association, at which time you indicated that you were using "teacher aides," that is, persons performing nonteaching tasks for teachers.

We write to you now to determine your reaction to the use of teacher aides after having had first-hand experience with this type of service. Countless educators are interested in the merit of this technique for upgrading the profession, and we should like others to have the benefit of your experience.

Will you kindly send us any and all information you may have on the use of teacher aides including:

1. Exactly what service is performed.
2. Approximate annual cost and number of aides employed for each type of service.
3. Teacher reaction.
4. Community reaction.
5. Are there standards for selecting and training aides? If so, what are these?
6. If the program has been dropped, why?
7. Do you plan to expand the program? How?

Please give us any other information you feel would be helpful to the profession.

Sincerely yours,

/s/
Malcolm M. Provus
Director, Time to Teach Project
National Education Association

APPENDIX III.

SOME COMMUNITIES USING TEACHER AIDES (a)

APRIL, 1964

	What Service is Performed (b)	Annual Cost, Number of Aides
Clearwater, Fla. Pinellas County Board of Public Instruction	Assists teaching teams Attendance, grading objective exams, mimeo, typing, proctoring tests, making transparencies, etc.	$28,224; 12 aides - 196 days, 6-1/2 hrs. per day
Cincinnati, Ohio Cincinnati Public Schools	Lay readers	$7,500; 24 aides - 25¢ per 500-word paper; $1.50/hr. - conferences
Colorado Springs, Colorado Colorado Springs Public Schools	Lay readers	$2,115; 2 aides
Des Moines, Iowa Des Moines Public Schools	Clerical jobs, copying worksheets, preparing masters, checking in supplies, recording grades, housekeeping duplicating	$13 per day
Detroit, Michigan Detroit Public Schools	1. Lay readers for college prep., honors, and advanced placement classes 2. English assistants - handle reading room to free teacher for student conferences	1. $60,000; 150 aides; $1.50/hr. 2. $10,000; 2 hrs. per day at $2.50
Louisville, Kentucky Jefferson County Schools	Used in connection with television program; tasks are clerical; assist in operating machines; prepare A-V aids (used in large classes exclusively)	$132,000; 75 aides
Milford, New Hampshire New Hampshire Supervisory School Union #10	Used in elementary schools	

Teacher Reaction	Community Reaction	Standards for Selecting and Training Aides	If Program has been dropped, Why	Plans for Expansion
Very pleased	Well accepted	Principal and team leader; Personnel dept. processes request		No specific plans
Favorable	Interested, favorable comments	English major; college degree; given ETS Lay Reader exam; orientation conference		Hopes to broaden
Appreciate help a great deal		Try to get people who have had training in teaching		None
100% for this type of service	Received many fine comments, no unfavorable reaction	Some college work, teaching experience, work with children		Has expanded each year during last 5 school years
Enter on a voluntary basis; 75% are staunch supporters		B.A.; 80% proficiency in a verbal intelligence exam.		Grow larger each year
Good; aides have freed teacher from many routine jobs; some desire to change a particular aide; in no instance did teacher want assistance taken away	Very favorable	High school grads; some college credit; selected by principal; part of new teacher orientation deals with aides		In extended as large class program is extended; could be useful in small classes if funds available

	What Service is Performed (b)	Annual Cost, Number of Aides
Oklahoma City, Oklahoma Oklahoma City Public Schools	Used in large television classes and as library aides	
Pittsburgh, Pennsylvania Pittsburgh Public Schools	Used in 10 schools in severely depressed areas of city in conjunction with teaching teams (1 leader, 4 team teachers, 1 intern, 1 team mother/aide) Services: any a teacher might perform except discipline and instruction	$10,340 per month, 40 aides at $258 per month
Redwood City, California	Lay readers	$25,000-$27,000; 20 aides
Rockford, Illinois Rockford Public Schools	Used in elementary schools	
Rockville, Maryland Montgomery County Public Schools	Lay readers and some library aides	70 readers - $300 first year (12 sets of themes for 90 students)
San Diego, California San Diego Unified School District	Assist as part of teaching teams in performance of instructional and related duties	
San Francisco, California San Francisco Unified School District	Lay readers	$44,118; 2 readers per high school
Santa Ana, California Santa Ana Unified and Junior College Districts	Operates equipment, minor clerical tasks, Housekeeping, non-instructional duties	
Tacoma, Washington Tacoma Public Schools	Lay Readers	$20,000; 30 readers
Topeka, Kansas Public Schools of Topeka	Used in elementary schools	
Towson, Maryland Board of Education of Baltimore County	Science Laboratory Aides Foreign Language Laboratory Aides	Salary Schedule $3000-4000 per yr. (10 months)

Teacher Reaction	Community Reaction	Standards for Selecting and Training Aides	If Program has been dropped, Why	Plans for Expansion
Good reaction	Good reaction	Some background and training in educational work		
Enthusiastic	Excellent Regarded as an effective school-community liaison	Resident of community served by school, typing desirable		Hope to expand from 10 to 20 schools
Used on a voluntary basis, most are pleased	No expression	College degrees; English performance test; Wonderlic Personality Test		Will grow as district grows
Very favorable	Very favorable		Dropped due to financial reverses	
		Student attending college, hold valid "Temporary Teacher Assistant Credential"		
Helpful	Neither praise nor criticism	Interview and testing		None
Favorable	Favorable			
Very favorable	Favorable	College major in English some teaching experience		No
Improvement of Morale		One year or more of college		

	What Service is Performed (b)	Annual Cost, Number of Aides
Westport, Connecticut Board of Education	Secretary for teachers; relieve them of mimeo, duplicating, collating tests, etc.	
Woodbridge, Connecticut Amity Regional Senior High School	Lay Readers - teachers at 11th and 12th grade levels	$1.50 per hour (near Yale University)

(a) Based on replies to questionnaire prepared by Dr. Malcolm Provus, Director, Time to Teach Project (NEA) - See Appendix II.

(b) Comments listed here limited to those applicable to high schools.

Teacher Reaction	Community Reaction	Standards for Selecting and Training Aides	If Program has been dropped, Why	Plans for Expansion
Definitely worthwhile		College graduates with English major		Worth continuing even at considerably increased cost

APPENDIX IV.

SOME COMMUNITIES USING AIDES IN THE SAN FRANCISCO BAY AREA

AUGUST, 1965

	Reasons for Adopting an Aide Program	Services Performed	Cost
Berkeley Unified School District	1) Interested in inequalities of backgrounds of students 2) Felt teachers cannot meet needs alone 3) Help students overcome attitude of defeat 4) If teachers lose paper work, more time can be spent teaching	In High School: Tutoring in classroom; clerical work for teachers; assemble a crew to grade large number of exams; arrange field trips. In elementary schools: Read stories; discuss words; talk individually with students (giving attention-relationship with educated person); bulletin boards	Volunteer program; 56 volunteers in the high school classrooms, on an average of 3-1/2 hours per week; $14,000 per year (director, clerical, office) nets district 40,000 hours of assistance for total volunteer program
Dixie School District	To improve reading program	Take a second group while teacher is conducting reading lesson; clerical work; library assistance	Volunteer program; 5-member team serves teacher each serving 2 hours per day
Fremont Unified High School District (Cupertino High School only)	Relieve teachers of increased clerical work	Typing; correcting papers; preparing overhead projector transparencies; filing	Paid program - costs not available

Strengths of Program	Weaknesses of Program	School Reactions	Community Reactions	Plans for Expansion
1) Children get more individual attention 2) Is making an abnormal teaching load normal 3) Encourages some aides to enter teaching profession 4) Good public relations	1) Number of hours contributed by each aide is limited 2) Turnover of Personnel	There are more teacher - requests than can be filled program given national recognition by supt.	Very positive; Superintendent feels community should be involved in schools	Growth of the Program: Nov. 1962, 156 Nov. 1963, 229 Nov. 1964, 425 April 1965, 573
1)Better teaching situation in reading 2)Generates strong community support, empathy, pride and confidence in schools	1)Might be a problem for parent to accept that others parents see his child in school (has not been a problem to date) 2)Teachers must be ever-alert that aides do not spoon-feed students	Teacher enthusiasm has led others to request aides	Excellent	Has expanded from one to nearly all elementary schools
1)Teachers relieved of clerical work; 2)More time for planning lessons; 3)More supplementary materials used 4)Lessons more creative	Increased cost to district	Very favorable	None	Lack of funds for 1965-66 has caused decrease from 4 to 2 aides

	Reasons for Adopting an Aide Program	Services Performed	Cost
Kentfield Elem. School District (A.E.Kent School)	Relieve teachers of clerical work	Correcting papers; housekeeping; dictating spelling lists; supervise one group of students at seats while teacher teaches reading; other clerical tasks; bulletin boards; visual aids	Volunteer program
Palo Alto Unified School District (Gunn H.S.only)	To relieve teachers of clerical and other non-professional tasks	Typing; preparation of materials, i.e. graphic aids; arranging appointments; assist with supervision during large-class presentations	Paid program - Costs not available
Reed Union School District	Reorganizing patterns of educational structure	Work with teaching teams; tasks derived from team; clerical work; supervisorial; district also has volunteers in libraries and Gray Ladies staffing nurses' rooms	Aides paid $2.85 per hour; work 20 hours per week (1 aide for each teaching team comprised of 4 regular teachers and 2 student teachers)
San Francisco Unified School District (high schools only)	To improve the writing ability of students	Lay readers	$2.68 per hour - 30 hour week (2 readers per high school)
San Mateo Union High School District	More help for regular and slow students; step up basic program; place another interested person in classroom; give students more personal attention	Clerical; reading papers; assist teaching teams; for additional information see district Job Descriptions - Appendix V	$2.00 per hour - $2.50 after one semester; 15 hours per week; total cost $50,000 for 7 high schools - 4 assistants each for 5 schools, .5 each for 2 schools

Strengths of Program	Weaknesses of Program	School Reactions	Community Reactions	Plans for Expansion
1)Free teacher from minutia of clerical work 2)More individual attention available for students 3)Gives teacher another pair of hands	Teacher may want clerical work done; aide may want student-contact work	Favorable	Favorable	As need arises
1)Teachers can spend more time on professional activities 2)Instruction becomes higher quality 3)Gets teacher out from under burden of clerical work	Cost to the district	Favorable	Community expects a lot from schools; no reaction regarding aides is taken to mean community satisfied	
1)Improved morale 2)Teachers have time for interacting in a team approach 3)Relieves teachers from some of the drudgery 4)Frees the teacher to teach	Those which might relate to an individual aide	Very favorable, teachers want more aides	Parents enjoy working in a school situation; no one is looking at this as a frill	Will expand this year
1)Better instruction 2)Teachers can increase writing assignments	English teachers want smaller classes rather than outside help	Increasingly successful; more and more teachers requesting aides; administrators wish they had more		
				Program is to begin in September 1965

	Reasons for Adopting an Aide Program	Services Performed	Cost
San Rafael City Schools (high schools only)	Better use of teacher time; personnel economy	1)Homemaking - assists with large number of students 2)Foreign Language Lab - prepare tapes; individual help; paper correcting; clerical work	$1.50 per hour 3 to 4 hours per day
Tamalpais Union High School District	To assist the regular classroom teacher to provide more effective instruction to his students	1)Preparing enrichment materials 2)Reading and correcting papers 3)Clerical assistance	Volunteer program

Strengths of Program	Weaknesses of Program	School Reactions	Community Reactions	Plans for Expansion
Rise in teacher morale	Only those one might find with any group of personnel	Good	No criticism; no challenging	Other departments can submit plans and request for aides - may wish to have materials rather than aides
1)Raises teacher morale 2)Relieves teacher of clerical tasks, more time to prepare 3)Enriches program of instruction 4)Gives students added opportunity for success	1)More planning needed prior to opening of school 2)More teacher/aide orientation needed 3)A volunteer's time in school is generally limited to 3-4 hours per week; 4)Most tasks involve clerical and research work - some aides want student-contact	Very favorable	Favorable	June 1963 - 4 June 1964 - 9 June 1965 - 13

APPENDIX V-1

ENGLISH DEPARTMENT VOLUNTEER AIDE (a)

A.	Assisgnment:	May be assigned to one or more teachers
B.	Duration of Assignment:	For the school year, fall and spring semesters
C.	Hours and Place of Assignment:	A minimum of three hours per week. Work is to be done on school premises.

D. Assignment Duties and Responsibilities:

1. Prepare bibliographies
2. Assist with clerical jobs: textbook lists, recording grades, filing compositions, checking students' reading records.
3. Monitor assigned dramatic or literature lines memorized by students.
4. Assist in listening to classroom discussions.
5. Check papers for grammatical errors.
6. Check vocabulary and objective tests.
7. Prepare bulletin board materials for a special unit.
8. Aid in collecting audio-visual materials: bibliography of films, filmstrips, and recordings suitable for the core and supplementary listings.
9. Assist in preparing and checking simple exercises used with "Y" sections.
10. Type ditto and mimeograph masters for tests, poetry, etc.
11. Organize a department library of resource materials.
12. Take dictation and type certain departmental reports.
13. Serve as reader of compositions.
14. Attend pre-school department orientation meetings.

(a) Tamalpais Union High School District

APPENDIX V-2

JOB DESCRIPTION FOR FOREIGN LANGUAGE LABORATORY AIDES (b)

DUTIES

A. Assist instructor in the preparation of recorded materials

B. Assist in the distribution and setting up of materials and equipment

C. Keep perpetual inventory of materials and equipment
   1. Receiving
   2. Listing or cataloguing
   3. Checking

*D. Maintain and do minor repairs on materials and equipment used in the language laboratory in his area
   1. Tape deck mechanical work
   2. Console mechanical work
   3. Headset mechanical work
   4. Checking and cleaning capstan and rollers in the tape recorders
   5. Checking and cleaning recording heads in tape recorders
   6. Adjusting and correcting tape tension in slip-over tape cartridges
   7. Tagging and labeling phonographs for repair for the county repairman

E. Check each student's booth at the end of the day's visit
   1. Proper volume
   2. Loose set screws on knobs, microphones, headsets
   3. Headset wiring and condition of wires

F. Check each student's booth for malicious damage
   1. Table top
   2. Front
   3. Sides

G. Take care of and maintain master recordings
   1. Numbering of master tapes and records
   2. Numbering of tape copies
   3. Storage of the above in proper sequence

H. Assist with audio visual aids
   1. Display of posters, models
   2. Operation and set up of motion picture equipment
   3. Operation and set up of slides and filmstrip equipment
   4. Operation and set up of phonographs

I. Assist, along with teachers, students during laboratory sessions

J. Assist small groups, individual students working on special projects, and students using the laboratory in a library situation

K. Assist in procuring material from outside sources to be used in the language classrooms -- suitable commercial films, filmstrips, recordings, posters, displays, and pamphlets

L. Set up a county-wide master inventory form assigning numbers to materials

M. Keep an operation notebook on each language laboratory
   1. Work done and date
   2. Persistent trouble
   3. Notes to help the electronic repairman
   4. Trouble calls on equipment
      a. Nature of trouble
      b. Solution
      c. Cost

N. Other related responsibilities and activities

In general the language laboratory aide's hours would be from 8:30 to 4:30 with one-half hour for lunch. Where schools regularly schedule make-up laboratories, it may be possible to arrange hours so that the aide would work later one day a week and compensate for it another day. Similar arrangements could be made when field trips are scheduled which might involve extra time on certain days.

Laboratory aides will not be expected to attend general professional meetings but may at times participate in departmental meetings.

There will be no assigned duties beyond the regular work day.

The assignment will be 10 months starting the first working day of September and concluding the last working day in June. This person will be granted the same holidays as the professional school staff.

It is mandatory that all laboratory aides will be members of the Maryland State Teachers Retirement System.

SALARY SCHEDULE

Year	High School Graduate --- 1 year College	2 years or more College
1	3000	3200
2	3200	3400
3	3400	3600
4	3600	3800
5	3300	4000

*All electrical maintenance work will be noted and forwarded to Mr. Jack O'Donnell or the electronic repairman in the county

(b)Board of Education of Baltimore County, Towson, Maryland.

APPENDIX V-3

TEACHERS' AIDE FOR GENERAL MATH CLASSES (c)

The Mathematics Department at Aragon High School will experiment with team teaching in the area of general mathematics next fall. It is our feeling that large class (50-55) instruction, in partnership with small group study, will provide the needed motivation and opportunity for individual help that such classes need to be successful.

We attempted a similar program in the fall of 1964. Although we felt it was a step in the right direction, it was apparent several factors were missing if the program is to be a success. One of these factors was pointed out by Dr. Lessinger, on a visit to the class. If we are to be successful, we must be able to break up into small groups to allow the instructor to work on a more individual basis with students. A competent teachers' aide is required for this job. The individual would work with the instructors in planning each unit, assist in presenting it to the class, and, when needed, either instruct a small group or assist the group in a supervised study period. The assistance of such a person will enable us to keep closer contact with each individual student's progress in his homework as well as class work and tests. Our plans for this class include work with teacher-made programmed material, work in a lab being installed with calculators provided by the Olivetti Co., and practical application of area, volume and other forms of measurement in a laboratory atmosphere.

From past experience and present planning, it is clear that the assistance of a teachers' aide is a necessity if these programs are to prove successful.

(c) San Mateo Union High School District, June, 1965

APPENDIX V-4

MATHEMATICS DEPARTMENTAL AIDE (a)

As members of the Mathematics Department at Tamalpais High School, we consider the addition of a Departmental Aide or Aides to be a vital part of our plans for the future. In using the term "Departmental Aide" we are referring to a person who will perform the duties noted in "B" below for all members of the Mathematics Department under the supervision of the Department Chairman.

A. FUTURE DEPARTMENTAL PLANS (Dependent upon services of a departmental aide)

1. Added course enrichment - supplementary readings, films, speakers, field trips
2. Closer liaison with other departments
3. Research projects for advanced students
4. Team teaching

B. DUTIES OF A DEPARTMENTAL AIDE(s)

1. Primary
    - a. Typing
        - 1) Quizzes and tests
        - 2) Bibliographies
        - 3) Special projects - enrichment materials
        - 4) Progress reports
        - 5) Correspondence
        - 6) Departmental orders
    - b. Using duplicating machine (ditto)
    - c. Correcting objective tests; homework papers
    - d. Keeping track of departmental supplies
    - e. Coordinating audio-visual materials and presentations within the department
    - f. Arranging teacher-parent conferences

2. Secondary
    - a. Filing
        - 1) Examinations and other prepared materials for greater exchange of information between teachers
        - 2) Other curriculum materials
    - b. Sending for materials such as visual aides, enrichment materials for students and staff
    - c. Preparing class bibliographies
    - d. Assisting in preparation for library visitations
    - e. Locating lost books
    - f. Preparing bulletin board materials
    - g. Preparing audio-visual materials
    - h. Helping to plan cooperative ventures between departments

C. QUALIFICATIONS OF A DEPARTMENTAL AIDE

1. Applicant should have an academic background which includes a knowledge of high school mathematics.

2. Applicant should be able to type.

3. Applicant should like teenagers and be eager to work with and assist them when necessary.

4. It would be helpful if applicant were able to take dictation or to use transcription equipment.

(a) Tamalpais Union High School District.

APPENDIX V-5

SENIOR HIGH SCHOOL SCIENCE LABORATORY AIDES (b)

DUTIES

1. Preparation and distribution of equipment, solutions, cultures, and other materials for laboratory sessions

2. Care and maintenance of living materials in the biology laboratory: animal colonies, cultures, aquaria, and plants

3. Checking out of students at the end of laboratory sessions and assistance with clean-up

4. Care and maintenance of the science preparation-storerooms

5. Assistance with audio-visual aids

6. Assistance, along with teacher, to students during laboratory sessions

7. Assistance to small groups and individual students working on special projects

8. Minor repairs to equipment and, where possible, contrivance of special demonstration aids

9. Assistance in field work

10. Other related responsibilities and activities

In general the science aide's hours would be from 8:30 to 4:30 with one-half hour for lunch. Where schools regularly schedule make-up laboratories, it may be possible to arrange hours so that the aide would work later one day a week and compensate for it another day. Similar arrangements could be made when field trips are scheduled which might involve extra time on certain days.

Laboratory aides will not be expected to attend general professional meetings but may at times participate in departmental meetings.

There will be no assigned duties beyond the regular work day.

The assignment will be 10 months starting the first working day of September and concluding the last working day in June. This person will be granted the same holidays as the professional school staff.

It is mandatory that all laboratory aides will be members of the Maryland State Teachers Retirement System.

SALARY SCHEDULE

Year	High school Graduate --- 1 year College	2 Years or more College
1	$3000	$3200
2	3200	3400
3	3400	3600
4	3600	3800
5	3800	4000

(b) Board of Education of Baltimore County, Towson, Maryland

APPENDIX V-6

SOCIAL STUDIES TEACHER ASSISTANT (c)

I could profitably use a teacher assistant for the following jobs:

1. Correcting routine textbook assignments
2. Recording grades in gradebook; filling out grade cards after I have determined the grade.
3. Correcting objective exams and quizzes
4. Typing masters, stencils, etc.
5. Working with individual groups on reading problems, homework problems, examination correction and evaluation
6. Library work - compiling bibliographies from school library and San Bruno public library.
7. Check our supplementary reading to students
8. Directing students in making bulletin boards
9. Administer make up examinations
10. Sitting with students during class films

Ideally, the assistant should have a college or university degree in history or English, and she must be able to type. If she does not have these qualifications, she must be able to demonstrate at least an elementary knowledge of U. S. History and most certainly a knowledge of current affairs. Needless to say, she must also be evaluated in terms of her ability to work with high school students.

Ronald C. Berridge

(c) San Mateo Union High School District

APPENDIX V-7

SOCIAL STUDIES VOLUNTEER TEACHER AIDE (a)

A. Assignment: Assignment will be made on consultation with the department chairman. The Aide will be assigned to one or more teachers.

B. Duration of Assignment: For the current school year, fall and spring semesters.

C. Hours and Place of Assignment: Aides will serve for an average of three hours per week, scheduled at the convenience of the Aide and the staff members with whom the Aide works.

D. Training: 1. General university training - a person capable of helping with U. S. History, World History, or Government classes.
2. Special university training - a person with specialized training in one of the electives in the Social Studies department (Psychology, California History, Latin American History, or Russian History).

E. Orientation: Orientation will take place through:
1. Attendance at one department meeting.
2. Attendance at some class sessions.
3. Attendance at pre-school meetings, where possible or convenient.

F. Assignment Duties and Responsibilities:

1. Correct objective tests
2. Read essay tests
3. Read compositions
4. Correct homework
5. Read term papers
6. Prepare bibliographies
7. Assist with construction of tests
8. Do library research
9. Arrange for speakers
10. Arrange for field trips
11. Other duties for which the Aide is qualified

Specific daily or weekly assignments will be selected, on consultation with the Social Studies teacher or teachers to whom the Aide is assigned from the above list.

(a) Tamalpais Union High School District

APPENDIX V-8

TEACHER AIDE FOR WORLD GEOGRAPHY (c)

General qualifications for aide:

1. She must be well-informed in the areas of World History, Political Science and hopefully have some knowledge of Geography. It would also be most beneficial for her to have a good background in English, particularly in the techniques of writing the research paper.
2. She must be willing to accept the teen-ager for what he is and enjoy the adolescent sense of humor. Naturally she must be prepared to work directly with the students at different times.

Activities in the school:

1. In the classroom

    A. General Supervision. This would allow the instructor time to work with individual students or to devote time to research for class preparation. This supervision would occur at different times, i. e., during films, directed study, library assignments, etc.

    B. Individual tutoring. Those gifted students doing extra work could be given special times to work on independent study under the Aide's supervision. Also, students,with special problems could be given individual attention when needed.

    C. Supervision of small groups. As in individual help, the aide can work with small groups doing special projects.

    D. Guest lecturer. At different times the aide could give information talks on special subjects which she has done research on. This would be particularly useful in areas she concentrated on during her college career.

    E. Class displays. The aide will be expected to help develop a classroom atmosphere conducive to learning through the use of bulletin board displays and any other type of educational display.

    F. Audio-visual aids. The aide will be expected to present slides, tapes, films, etc., which she has previewed and found of educational value for the students.

2. At school activities, outside classroom

    A. Book-lists. The aide will be used to develop book lists, both for students and for the teacher. From the book lists a selected reading program can be developed and reserved book lists established.

    B. Research. Research on specific areas will be assigned. The material will be presented to the class by the aide or will be included in material presented by the teacher.

C. Clerical Aide. She will be expected to review films, slides, tapes, etc. She will order materials and seek out new aids to present ideas. She will act as a liaison agent with librarian, department secretary and office practice classes.

Out of School Activities:

1. At Home

    A. Grading papers. This would be both objective and essay, but with the emphasis on the object part.
    B. Research. She would be responsible for reading new material and bringing those of interest to the attention of the students.

2. In the Community

    A. She would be expected to seek out prospective areas for field trips -- museums, libraries, local colleges, etc.

(c) San Mateo Union High School District

APPENDIX VI

QUESTIONNAIRE FOR REQUESTING VOLUNTEER AIDES

To: Classroom Teachers
Re: Volunteer Services

SCHOOL RESOURCE VOLUNTEERS exists to serve you. If you should want the services of a volunteer, we will do our utmost to find a dependable and capable volunteer who will work under your direction to perform tasks which you feel would ease your load or extend your classroom effectiveness. Volunteers are asked to contribute a minimum of two hours each week. Some of the duties which SRVolunteers have performed in the past are enumerated below.

If you would like volunteer assistance, please check the pertinent items and return this form to the SRV box in the office of your school:

- -

SERVICE REQUESTED

_________General classroom assistance, including:
    _________General clerical
    _________Assistance with Bulletin Boards
    _________Correcting papers
    _________Working with the children

_________Assistance to individual or small groups of children IN:
    _________English
    _________Science
    _________Math
    _________P. E.
    _________Social Studies
    _________Foreign language_______________
    _________Other_______________________

COMMENTS

(Could you please describe your class and the specific activities to be performed by the volunteer)

Would you prefer:_________An adult volunteer _________A University student (M,F)
Any special training or skills:

Characteristics or qualities desired:

Please indicate your preferences as to days and times_________________________
What other times are acceptable?_________________________________
Teacher's Name_____________________________Date_______________
School_______________________Grade and Subject_________________

- -

Thank you for taking the time to complete this form. Although we have no assurance that there will be volunteers available to fill all requests, or at the specific time requested, we will make every effort to find a volunteer to match your request. Since volunteers are placed on a first come, first serve basis, we urge you to complete and return this form by February 15, 1965. The above form is concerned with volunteers who will serve you on a regular basis. We are also able to arrange for speakers, musicians, and other special presentations through our Community Resource service. Please check here if you are interested in the Community Resource service for this semester /___/

SCHOOL RESOURCE VOLUNTEERS
1222 University Avenue, Room 10, Berkeley 2, California – Phone: 849-1933 (Revised 1/65)

APPENDIX VII

QUALIFICATIONS OF TEACHER ASSISTANTS
SAN MATEO UNION HIGH SCHOOL DISTRICT

1. A.B. at Stanford; French major; English minor; experience grading English, reading, science papers for Borel Junior High. Vocational guidance tests directed her toward teaching.

   Teacher Assistant for basic reading class where her background with elementary students in the English department was particularly desirable.

2. A.B. in chemistry and physiology. Mount Holyoke College. Two years experience lab assistant, one year science teacher and one year substitute San Mateo High School.

   Teacher Assistant for science department to set up lab experiments and assist students in lab work.

3. B.A. in Elementary Education and Science with a speech and English minor from Michigan State. Experience as elementary teacher and as camp counselor with teenage youngsters.

   Teacher Assistant in English composition class for students who have not mastered basic composition form and grammar.

4. A.B. in English and Journalism. Stanford University. Audited two semesters English in CSM. Avid reader.

   Teacher Assistant to English Department to assist students with library research. Teacher requested English and Journalism major.

5. A.B. in Government and History from College of William and Mary. Elementary substitute teacher.

   Teacher Assistant for basic Government and English coordinated class. Suits her background and particular interests in the student who is having difficulty.

6. B.S. in Education, Speech, and English. University of Southern California. Audited courses in teaching, Shakespeare, dramas, art and dancing. Elementary teaching experience, 10 years. Strong history minor.

   Teacher Assistant for basic American Government class where elementary school experience and knowledge of basic English language were specifically requested.

7. B.A. in Social Science and English - M.S. in Social Work. Emmanuel Simons.

   Teacher Assistant for coordinated basic English and U.S.History class.

8. B. A. in History, Economics and English. Experience as librarian and typist. U.C.L.A.

Teacher Assistant for American Government and U.S.History team classes. To assist in research, grading, ordering of materials and student reports.

9. B.A. and M.A. in anthropology. San Francisco State.

Teacher Assistant in world geography class where knowledge of world cultures and research techniques are particularly helpful.

10. B.A. in English with a minor in Social Studies from the University of California, and a general secondary. Four years of teaching and substituting experience including work with accelerated classes.

Teacher Assistant for two American Literature and one humanities class to assist three teachers in a team teaching situation.

11. B.A. in Psychology and Education from U.C.L.A. Graduate units in social work. M.A. in Social Psych. Taught third and fourth grades, assisted high school libraries. Newspaper and yearbook experience. Avid reader.

Teacher Assistant for basic and general English. Psych. background helpful with non-achievers.

12. M.A. in religious education from U.C.L.A. Teaching adult groups since 1946. A.B. in English and History.

Teacher Assistant for American Government class where small group discussion experience was requested.

13. A.B. in English and History. Duke. Employment gathering research data for Columbia University.

Teacher Assistant to library to assist students with research projects.

APPENDIX VIII

PERSONNEL POLICIES RELATING TO TEACHER ASSISTANTS (a)

6. b. Teacher assistants are defined in the Education Code, Sections 13161.5 and 13340 as employees enrolled in a teacher training institution who are hired by the district on an hourly basis into the teacher supplementary personnel program. Upon recommendation of the college or university in which they are enrolled, they will be issued a certificate by the County Superintendent of Schools. As certificated but non-teaching personnel, they are exempt from both the State Employees and State Teachers Retirement Systems while they are serving in this category for whatever number of hours per day.

d. "T.A." shall be the inclusive term used in reference to the aides and assistants, and either category may be hired to perform the services as listed below and in accordance with the terms of employment stated previously.

7. Functions and responsibilities of T.A.'s

a. Reader only: paper correction and evaluation

b. Classroom assistance - academic subjects
    (1) Attendance and other clerical jobs
    (2) Disciplinary duties
    (3) Make-up and tutoring schedules and sessions
    (4) Quiz periods, drills, supervised study in groups
    (5) Paper grading and evaluation

c. Classroom assistance - typing
    (1) Attendance and other clerical jobs
    (2) Correcting typing techniques, adjusting machines
    (3) Setting up tabulations, business letters, papers, proofreading
    (4) Figuring timed writing
    (5) Setting up progress charts, bulletin boards, visual aids

d. Department office assistance (under supervision of department head)
    (1) Maintaining files, supply records
    (2) Supervising reference library
    (3) Typing business letters, ditto and mimeo mats
    (4) Setting up displays, visual aids, etc.

e. Counseling office assistance
    (1) Taking dictation, transcribing; posting test data, grades, record cards; filing
    (2) Filling in at attendance office window when needed
    (3) Assigning work to student helpers

f. Library tutoring
   1. Consulting with student's counselor when special tutoring is required
   2. Arranging for day or evening consultation with student
   3. Consulting with teacher on phase of subject to be covered
   4. Administering tutoring to student until he is up to grade

g. Clinic tutoring
   1. Arranging to be available on school grounds before, during, or after school hours to receive students sent from specific classes
   2. Consulting with department head and/or teacher on phase of subject to be covered
   3. Administering tutoring until student or group is up to grade

h. Study hall supervision
   1. Attendance and other clerical duties
   2. Disciplinary duties
   3. Assisting students with studies, when possible

(a_ Excerpts from the Policies of the Grossmont Union High School District, Grossmont, California